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ABSTRACT

This publication lists skill expectations in ten curriculum areas for grades 1-9. Although intended to be used by educators in Michigan, the skill list can be used or adapted by educators in other states. The ten curriculum areas are: communication skills (reading, writing, speaking, and listening); health education; mathematics; music; physical education; science; social studies; visual arts; personal, interpersonal, and social understandings; and career development. Provided for each curriculum area are a brief description of general goals, the skill expectation, specific examples of the skills to be learned, and components. For example, the purpose of social studies is to help young people acquire and use knowledge, skills, and values through the study of the various social science disciplines. The ultimate goal of the social studies is that students become effective citizens. The skill expectation for the social studies is to help students acquire the knowledge of the principles, methods, and general content of social studies and their application. Examples of skills to be learned include evaluating the reliability and authenticity of the sources of information, identifying a variety of resources to gather information, and identifying how rules and laws contribute to the well-being of individuals and societies in general. Components listed for the social studies area include formulating and justifying concepts, making and testing generalizations, gathering and analyzing information from a variety of sources, and participating in group discussions and in group activities. (Author/RM)

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the michigan essential skills

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FOREWORD

During the past eight years, the Michigan Department of Education has been working with representatives of content area professional associations to develop a program of minimal performance objectives for students. Although the objectives themselves will continually be reviewed, refined, and revised in the future, we are now able to say that the development of the program is complete.

This document provides an overview of the expectations that professional educational associations and the Michigan Department of Education have for all school students, level 1 through 9, in the state. It is important that all people—educators, lay people and students—be aware of these expectations.

As Superintendent of Public Instruction of a state that is one of the forerunners in testing the achievement of students according to minimal performance objectives, I urge educators in every school building in this state to provide a comprehensive educational program to all students in Michigan in order that each student receives the opportunity to achieve these expectations.

The role of the Michigan State Board of Education is to provide leadership and direction. To do so the Michigan State Board, in cooperation with professional educators throughout the state has or will:

1. Establish a policy of minimal expectations for student learning in all ten areas of elementary education, levels 1-9. The specified expectations are in each subject area's document of minimal performance objectives. These documents are listed in the Appendix.
2. Establish a policy of minimal expectations for programs in all ten areas of elementary education, levels 1-9, providing programmatic guidelines for planning and self assessment in each of the ten component areas. This will culminate in a document entitled, *Michigan Program Criteria for Essential Skill Education.*
3. Establish a policy of minimal expectations for teacher competencies in all ten areas of elementary education, levels 1-9. This will culminate in a document entitled, *Michigan Teacher Competencies for Essential Skills Instruction.*
4. Examine the success of school programs through measurement of student achievement in each of the essential skills. This document is entitled, *The Status of Essential Skill Attainment in Michigan Public Schools.*
5. Determine the extent to which elementary programs exist for students in each of these areas in all 1-9 educational institutions in Michigan. This will culminate in a document entitled, *The Status of Essential Skills Educational Programs in Michigan Public Schools.*

The purpose of this document is to publish the stated position on minimal expectations for student learning in all ten areas of education. This booklet describes the minimal expectations adopted in 1972 for student learning in each of the ten components of the program for levels 1 through 9.

John W. Porter
Superintendent of Public Instruction

May, 1979

INTRODUCTION

"Michigan education must support and advance the principles of democracy by recognizing the worth of every individual and by respecting each person's right to equal educational opportunity." This is Goal Area II of the *Common Goals of Michigan Education* (1972). In order to make this goal a reality, it is necessary to understand the real implications of the phrase "equal educational opportunity." From the point of view of the Michigan Department of Education, equal educational opportunity is more than just offering the same books, or the same number of hours, or the same curricular choices to all students. It means attempting to have every child achieve a level of performance and awareness that makes it possible for him or her to make decisions and solve problems free from the restrictions of a limited economic or social environment. Equal education is the opportunity for each child to acquire the necessary skills and knowledge that are considered to be essential to function adequately in life. Such education nurtures and develops all the realms of human behavior, the physical, emotional, social and intellectual. Equal educational opportunity is based on the premise that education must respond to each individual student's modes of learning and to all factes of the learning experience for each child.

Therefore, the Michigan Department of Education identifies ten essential curriculum components of schooling that should be provided for all students in grades one through nine. They are:

I. Communication Skills (Reading, Writing, and Speaking/Listening)

II. Health Education

III. Mathematics

IV. Music

V. Physical Education

VI. Science

VII. Social Studies

VIII. Visual Arts

IX. Personal, Interpersonal, and Social Understandings

X. Career Development

This document describes the stated position on minimal expectations for students (1-9) in ten curriculum areas as adopted in 1972.

I. COMMUNICATION SKILLS

The interrelated Communication Skills, made up of reading, writing, listening and speaking, are perhaps the most essential skills a student can acquire. Foreign Language is considered to be an aspect of Communication Skills as defined by State Board of Education policy of several years ago. Local Boards of Education determine curriculum and make fiscal priorities. Present practices indicate that foreign language is considered important, but is not included in the same content priority category as reading, writing, listening and speaking. It is also appropriate to associate the study of Foreign Language to Social Studies and most specifically Global Education. Every student should have the opportunity to experience language as it relates to the process of communication.

A. READING

The final outcome of reading is comprehension . . . that is understanding. Therefore, schools should provide students with opportunities to develop the ability to:

SKILL EXPECTATION

ACQUIRE PROFICIENCY IN READING COMPREHENSION SKILLS, BOTH LITERAL AND INFERENTIAL

SKILL EXAMPLES

identifies synonyms and antonyms
identifies main ideas
infers conclusions

COMPONENTS

- Recognize words.
- Comprehend the literal meaning of written materials.
- Read critically.
- Use study skills related to reading.
- Experience the enjoyment of reading.
- Apply reading skills to life's experiences.

B. WRITING

Writing skills are acquired only through the writing process itself. Therefore, schools should provide students with opportunities to develop the ability to:

SKILL EXPECTATION

ACQUIRE PROFICIENCY IN EXPRESSING THOUGHT AND FEELINGS IN WRITTEN FORM

SKILL EXAMPLES

demonstrates appropriate use of writing mechanics
organize written material logically
uses conventional forms in writing letters

COMPONENTS

- Understand the basic structure of meaning units.
- Use the basic mechanical skills of writing (spelling, punctuation, capitalization).
- Organize one's writing.
- Writing for a variety of purposes.
- Write letters.
- Use study skills related to writing.
- Experience the enjoyment of writing.

C. SPEAKING AND LISTENING

Though most students already speak and listen, most students should be considered capable of significantly improving these skills through instruction in school. Therefore, schools should provide students with opportunities to develop the ability to:

SKILL EXPECTATION

BE ABLE TO COMMUNICATE WITH OTHERS, BOTH VERBALLY AND NON-VERBALLY

SKILL EXAMPLES

takes part in creative dramatics
makes oral presentations
listens critically

COMPONENTS

- Converse with others.
- Discuss in groups.
- Participate in creative activities such as creative dramatics and role playing.
- Understand what others are saying.
- Make an oral presentation to a group.
- Listen critically.

II. HEALTH

The purpose of health education in the schools is to motivate children to think, feel, and act wisely in matters pertaining to health and safety. The specific goal of health education is to improve the quality of children's health decision-making.

Instructional programs in health can be a vital force in closing the gap between scientific health discoveries and their application. Health instruction refers to a plan that provides for the sequential arrangement of learning opportunities designed to favorably influence health attitudes, practices, and cognitive skills as they relate to personal, family, and community health.

Health education includes developing an understanding of basic health and safety principles, developing basic health skills, and providing information about career opportunities in the health care enterprise. Therefore, schools should provide students with opportunities to develop the ability to:

SKILL EXPECTATION

ACQUIRE THE KNOWLEDGE, SKILLS AND ATTITUDES WHICH ARE NECESSARY FOR THE ATTAINMENT AND MAINTENANCE OF PHYSICAL AND MENTAL WELL BEING

COMPONENTS

- Know and understand the current scientific knowledge about the totality of human health.
- Understand the influence of attitudes, feelings, values, and beliefs governing health decisions.
- Make wise decisions on matters pertaining to the prevention and control of health problems and the development of positive health behavior.
- Know about career opportunities in the health care enterprise.

SKILL EXAMPLES

evaluation of health information
analysis of risk taking behavior
assessment of the value of health practices
wise use of health services and products
wise selection of food for good health

III. MATHEMATICS

Mathematics education should provide students with the understanding and proficiency that will enable further development in mathematics and serve as a basis for those skills which have significance in the life of the individual. Daily life requires such skills as estimating, problem solving, interpreting data, organizing data, mental arithmetic, measuring, predicting and applying mathematics to everyday situations. Therefore, schools should provide students with opportunities to develop the ability to:

SKILL EXPECTATION

ACQUIRE KNOWLEDGE OF MATHEMATICAL CONCEPTS AND SKILLS IN MATHEMATICAL OPERATIONS AND THEIR APPLICATION

COMPONENTS

- Perform arithmetic operations with whole numbers, fractions and decimals.
- Exhibit quantitative understanding (reasonableness of answer and pictorial demonstration) of the arithmetic operations with whole numbers, decimals and fractions in terms of the physical world.
- Measure.
- Use ration, percent and concepts of probabilities.
- Use geometric and algebraic concepts.
- Use the vocabulary and symbols of mathematics including the use of formulas.
- Interpret graphs and use simple statistics.

SKILL EXAMPLES

weight to the nearest kilogra n
subtract fractions
identify parts of a plane
solve problems

IV. MUSIC

Music education should aim at the musical development of the whole child, including the ability to perform, to listen, to move or dance, to create, to interpret and to appreciate music from many different times and cultures. Elementary music education should also include experiences that develop increased aural sensitivity and aesthetic awareness.

The purpose of music education is to open up the world of music to all students for their own personal use, whether it be for career opportunities or for any number of leisure time activities. Therefore, schools should provide students with opportunities to develop the ability to:

SKILL EXPECTATION

ACQUIRE KNOWLEDGE, SKILLS AND ATTITUDES IN MUSIC CONSISTENT WITH PERSONAL EXPERIENCES, INTERESTS AND TALENTS

COMPONENTS

- Play a musical instrument, to sing, and to dance.
- Create music and dance to express one's own ideas and feelings.
- Identify and distinguish musical sounds in terms of such characteristics as rhythm, timbre, melody, tempo, mood and style.
- Use the vocabulary of musical notation and music literature.
- Evaluate music according to some informed musical understanding, taste and judgement.
- Accept and enjoy a wide range of music and dance forms.
- Participate in performing arts experiences.

SKILL EXAMPLES

sing a melody
perform for an audience
identify strings, brass, winds, percussion
dance a rhythmic pattern

V. PHYSICAL EDUCATION

Physical education should provide students with opportunities to develop knowledge, movement skills and physical fitness which enables them to participate in a variety of physical activities. In addition, the unique learning situations offer great potential for incorporating the other skill areas by integrating the cognitive and affective learning domains with the psychomotor domain. Therefore, schools should provide students with opportunities to:

SKILL EXPECTATION

ACQUIRE THE SKILLS, KNOWLEDGE AND ATTITUDES WHICH ARE NECESSARY FOR THE ATTAINMENT AND MAINTENANCE OF WELL BEING THROUGH PHYSICAL ACTIVITY

SKILL EXAMPLES

throwing (overhand or underhand to partner)
knows that the heart is a muscle which can be strengthened by exercise
cooperates in taking turns (at bat, in rope climbing)

COMPONENTS

- Perform movement in place and from place to place (non-locomotor and locomotor activities).
- Manipulate a variety of small objects.
- Perform movement in relation to large objects.
- Integrate discrete physical skills, with variations in time, force, flow and space, into more complex physical activities.
- Demonstrate fitness of the circulatory, respiratory, and muscular systems.
- Understand basic principles of human movement.
- Learn activity related information such as history and current events, rules and strategy, terminology, sports' etiquette and consumer education which permits them to understand:
  a. the ethnic origins of various sports, games and dances.
  b. acceptable behavior while watching or participating in physical activities.
  c. the care and purchase of related clothing and equipment.
- Integrate affective learning through physical education by:
  a. acquiring a sense of responsibility for self and others.
  b. developing a positive self-concept and assertiveness.
  c. discovering or inventing new patterns of expressive and functional movement.
  d. approaching the socio-economic and aesthetic impact of sports and dance in culture.

VI. SCIENCE

Science education should foster the development of creative and critical thinking skills to enable individuals to deal effectively with situations and problems. It should develop in individuals the ability to use scientific knowledge to benefit their health, standard of living and leisure time activities through understanding of technology and the environment.

SKILL EXPECTATION

ACQUIRE KNOWLEDGE AND SKILLS IN THE NATURAL SCIENCES AND THEIR APPLICATION

COMPONENTS

- Exercise in a science context other basic skills, such as reading, writing and mathematics.
- Understand and apply science concepts and principles.
- Acquire skills necessary to carry out simple scientific investigations.
- Develop an appreciation for the role of science in society, particularly as it relates to technology and the environment.
- Develop the ability to interpret data and reason effectively in order to understand or solve science and environmental problems.
- Develop positive attitudes and behaviors toward science safety.

SKILL EXAMPLES

seek and weigh evidence before drawing conclusions
read information correctly from a graph
carry out an investigation
order physical and biological events
describe characteristics which a group of objects, living things or a set of natural phenomena have in common

VII. SOCIAL STUDIES

The purpose of social studies is to help young people acquire and use knowledge, skills, and values through the study of the various social science disciplines. In addition, the students' understanding of their own culture and other cultures and an appreciation of racial, ethnic and cultural and other cultures and an appreciation of racial, ethnic and cultural diversity should be fostered. The ultimate goal of the social studies is that students become effective citizens. Therefore, schools should provide students with opportunities to develop the ability to:

SKILL EXPECTATION

ACQUIRE THE KNOWLEDGE OF THE PRINCIPLES, METHODS AND GENERAL CONTENT OF SOCIAL STUDIES AND THEIR APPLICATION

SKILL EXAMPLES

evaluate the reliability and authenticity of the sources of information

identify a variety of resources to gather information

identify areas such as the United States, Michigan, Atlantic Ocean, etc.

identify how rules and laws contribute to the well-being of individuals and societies in general

COMPONENTS

- Formulate and justify concepts.
- Make and test generalizations.
- Gather and analyze information from a variety of sources.
- Participate in group discussions.
- Participate in group activities.
- Participate in problem-solving.
- Locate available social services.
- Know about the world of work.
- Understand how cultural traits are transmitted from person to person.
- Know about cultures other than one's own.
- Understand the nature of social change.
- Use concepts from history.
- Understand rules and laws.
- Make consumer economic choices.
- Understand the use and misuse of the environment by humans.
- Use maps and globes.

VIII. VISUAL ARTS

The purpose of education in the visual arts is to explore and develop in the child the abilities to manipulate materials, to respond to visual stimuli, to express ideas and feelings through visual elements, and to appreciate the expressions of others. The visual arts include, but are not limited to, such media as painting, printmaking, drawing, ceramics, metal work, fibre arts, film, sculpture, leather and beadwork, and wood. Therefore, schools should provide students with opportunities to develop the ability to:

SKILL EXPECTATION

ACQUIRE KNOWLEDGE, SKILLS AND ATTITUDES IN VISUAL ARTS CONSISTENT WITH PERSONAL EXPERIENCES, INTERESTS AND TALENTS

COMPONENTS

- Organize the elements of a creative work on the basis of both inituitive and cognitive decisions.
- Discover a number of solutions to a number of problems in many media.
- Use a variety of tools and materials to create the forms desired by the student.
- Recognize, distinguish and use such characteristics as texture, line, color, space and light.
- Use the vocabulary of the history and concepts of the arts.
- Accept and evaluate the arts produced by others, including other children and other cultures and times.

SKILL EXAMPLES

recognize origin of art works
create objects in clay, wood, paper mache'
describe use of color in a painting
use paint brushes, cutting tools, effectively
make a design using only one shape

IX. PERSONAL, INTER-PERSONAL AND SOCIAL UNDERSTANDINGS AND SKILLS

Next to the parent and family, the school has the greatest impact on a student's personal, inter-personal and social development. In addition to providing the aforementioned traditional skill areas, it is the responsibility of schools to focus attention and resources on helping students acquire skills to better understand and appreciate themselves and others in our complex and diverse society. Therefore, schools must provide students with opportunities to develop abilities in the following areas:

A. PERSONAL UNDERSTANDINGS AND SKILLS

SKILL EXPECTATION

THE ACQUISITION OF KNOWLEDGE AND EXPERIENCES NECESSARY FOR THE DEVELOPMENT OF PERSONAL UNDERSTANDINGS AND SKILLS

SKILL EXAMPLES

identifies one's personal strengths
describes one's own attitudes and feelings
exhibit self-discipline
states alternate solutions to problem situations
identifies activities that one enjoys

COMPONENTS

- Demonstrate positive feelings about one's self.
- Demonstrate an understanding of one's self as a unique individual.
- Demonstrate an understanding of personal values, attitudes, and feelings.
- Demonstrate an understanding of personal habits needed to attain optimum physical and mental health.
- Demonstrate the ability to explore independently.
- Demonstrate decision making skills.
- Demonstrate the ability to cope with personal and life stresses.
- Demonstrate an ability to obtain appropriate professional assistance for coping with personal and life stresses.

B. INTER-PERSONAL UNDERSTANDINGS AND SKILLS

SKILL EXPECTATION

THE ACQUISITION OF KNOWLEDGE AND EXPERIENCES NECESSARY FOR THE DEVELOPMENT OF INTER-PERSONAL UNDERSTANDINGS AND SKILLS

SKILL EXAMPLES

listens to and shares opinions
shows willingness to compromise
displays empathy for the uniqueness and likeness of inter-personal situations

COMPONENTS

- Demonstrate an awareness of the dignity and worth and rights of others.
- Demonstrate an awareness of the personal values, attitudes and feelings of others.
- Demonstrate an awareness of the skills necessary to form relationships with others.
- Demonstrate an awareness of the need for effective communication skills.
- Demonstrate an understanding and appreciation of sexual, religious, racial and ethnic diversity and equality.
- Demonstrate an understanding and acceptance of the physical, mental, and emotional status of others.
- Demonstrate an ability to obtain appropriate professional assistance for coping with inter-personal stressful situations.

C. SOCIAL UNDERSTANDING AND SKILLS

SKILL EXPECTATION

THE ACQUISITION OF KNOWLEDGE AND EXPERIENCES NECESSARY FOR THE DEVELOPMENT OF SOCIAL UNDERSTANDINGS AND SKILLS

SKILL EXAMPLES

contributes to group activities

displays knowledge of one's role and responsibility within one's own family unit

exhibits knowledge of classroom, school and societal rules and laws.

displays empathy for uniqueness and likeness of group members

COMPONENTS

- Demonstrate an awareness and understanding of classroom, school rules and societal laws.
- Demonstrate an understanding of rights and responsibilities of students as citizens.
- Demonstrate common courtesies.
- Demonstrate good citizenship.
- Demonstrate the social skills needed to function successfully as part of a task group and social group.
- Demonstrate the understanding and appreciation of sexual, religious, racial and ethnic diversity and equality in group situations.
- Demonstrate an awareness and understanding of the roles and responsibilities of membership in a family unit.
- Demonstrate the skills necessary to live in an increasingly complex, technological and changing society.
- Demonstrate an ability to obtain appropriate professional assistance for coping with stresses in social situations.

X. CAREER DEVELOPMENT ATTRIBUTES

A relatively new concept in education today is the infusion of career education into the elementary school program. Career education has two components: CAREER PREPARATION (the academic and vocational content areas) and CAREER DEVELOPMENT (self awareness, career awareness and exploration, decision making, and planning and placement, all relating to the four life roles). Career education is an umbrella concept. While many components of career education will be infused in the delivery of all instrutional areas, career development forms a content area. Therefore, schools should provide students with opportunities to develop the ability to:

SKILL EXPECTATION

MAKE AND FOLLOW THROUGH ON DECISION IN THEIR FAMILY, CITIZEN, LEISURE AND OCCUPATIONAL ROLES, THAT ARE CONSISTENT WITH THEIR VALUES AND ABILITIES, AND COMPATIBLE WITH THEIR PHYSICAL AND SOCIAL ENVIRONMENT

SKILL EXAMPLES

identify his/her interests, abilities, and functions
identify work habits/attitudes that are important in elementary, secondary and adult life
outline a plan for accomplishing a personal goal
describe major sources of occupational information

COMPONENTS

- Demonstrate understanding of personal characteristics of self and others.
- Demonstrate interpersonal skills such as listening, responding, initiating and cooperating.
- Apply basic skills to career related tasks.
- Recognize and explore responsibilities for their life roles, as a citizen, family member, worker, and participant in aesthetic and recreational experiences.
- Be aware of educational and occupational alternatives.
- Demonstrate productive work habits.
- Identify career information resources in the school and community.
- Apply decision making skills to a specific situation.
- Take responsibility for their decisions.
- Establish and follow a plan for accomplishing a personal goal.
- Initiate steps toward career planning.
- Know that one has the option of changing careers.

SUMMARY

The program described in this paper represents the framework of a balanced education, levels 1-9. Such a program can be defined in three broad areas:

a) it should provide all students with appropriate opportunities to achieve competence in the eight subject skill areas;
b) it should provide them with the skills to interact successfully with others in personal, interpersonal, and social situations; and,
c) it should provide a career development foundation for effective functioning in the life roles that the students will pursue.

The Michigan Department of Education is already offering schools assistance in these areas. Student performance objectives have been developed in Communication Skills (Reading, Writing, and Speaking/Listening), Health Education, Physical Education, Mathematics, Music, Visual Arts, Science, Social Studies, and Career Development.

Some of these objectives have been incorporated into the Michigan Educational Assessment Program. Along with Reading and Mathematics, which are assessed regularly at 4th and 7th grades each year, the Michigan Department of Education has developed tests in Health, Science, Social Studies, Music, Art, and Career Development. These latter will be refined as necessary to provide assessment instruments and data in each of the curricular areas.

In cooperation with professional educators associations, the Michigan Department of Education will make available guidelines and checklists recommending facilities, program components, materials, and teacher skills that schools may use for self assessment and planning. To identify outstanding examples of school programs and to determine the actual availability of opportunities for Michigan students, the Michigan Department of Education will also survey and describe programs in Michigan elementary schools.

Finally, the Department's Career Education Model should be of value to local educators wishing to evaluate their programs of career education.

Thus, any school staff wishing to conduct an educational "health check" of its own program, will have documents available for this purpose.

APPENDIX

"Career Development Goals and Performance Indicators," 1974.
"Minimal Performance Objectives for Art Education in Michigan," 1974.
"Minimal Performance Objectives for Communication Skills Education in Michigan," 1973.
"Minimal Performance Objectives for Health Education in Michigan," 1974.
"Minimal Performance Objectives for Mathematics," 1973.
"Minimal Performance Objectives for Math Education, Metric Appendix," 1975.
"Minimal Performance Objectives for Music Education in Michigan," 1973.
"Minimal Performance Objectives for Physical Education in Michigan," 1974.
"Minimal Performance Objectives for Science Education in Michigan," 1974.
"Minimal Performance Objectives for Social Studies Education in Michigan," 1974.

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education hereby agrees that it will comply with Federal laws prohibiting discrimination and with all requirements imposed by or pursuant to regulations of the U.S. Department of Health, Education and Welfare. Therefore, it shall be the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, or marital status shall be discriminated against, excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any federally funded program or activity for which the Michigan State Board of Education is responsible or for which it receives federal financial assistance from the Department of Health, Education and Welfare. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.